CHALKWELL HALL INFANT SCHOOL

EQUALITIES POLICY & OBJECTIVES

Agreed by The Full Governing Body: Autumn 2023
Policy Review: Autumn 2027
Objectives Annual Review: Summer 2024-2027

Equalities Policy

Introduction

Chalkwell Infant School seeks to foster a caring and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts fairly and work and learn free from harassment and violence. We hope to prepare our learners for tomorrow's world through committing to creating a community that recognises and celebrates difference within a culture of respect and co-operation.

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils in school, ensuring there is equality of access and celebrating and valuing the heritage and strengths of the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Chalkwell Hall Infant School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

This policy has been drawn up as a result of discussion between different stakeholders.

Aims:

Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

There are also two other protected characteristics where schools do not have a direct duty:

- Age
- Marriage and Civil Partnership

The Public Sector Equality Duty (2011) has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General duties are the things that schools aim to achieve.

Policy Commitments: Promoting Equality

Curriculum
We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality, including meeting the needs of children with EAL;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- The curriculum is underpinned by themes which explore identity, inclusion, equality, equity and diversity;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which accurately reflect a range of cultures, identities, lifestyles and languages.

Achievement
There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provision for special educational needs and disability;
- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils, including those with EAL or SEN, and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

Ethos and Atmosphere
We seek to foster a caring and respectful environment, which allows us to question and challenge discrimination and inequality.

- At Chalkwell Hall Infant School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality;

- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities and additional language requirements;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off site activities;
- Children with EAL are provided with the resources and provision they need to successfully access the curriculum;
- Pupils are given an effective voice, for example through the Pupil Voice and through pupil perception surveys which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment procedures are reviewed regularly to check conformity with legislation and impact.

Countering and Challenging Harassment and Bullying

The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;

- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors and the LA the number of prejudice related incidents recorded in the school.

Partnerships with Parents/Carers and the Wider Community

Chalkwell Hall Infant School aims to work in partnership with parents/carers.

We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents' views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller, Looked After Children or pupils with disabilities are made to feel welcome.

Roles and Responsibilities

In our school, all members of the school community have a responsibility for the promotion of equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's access plan or may be standalone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The Governing Body will have an overview on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership have responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination;
- Tracking all children' s progress, and in particular monitoring the achievements of minority groups to ensure the appropriate support and challenge is being offered;
- Publishing annual data on equality in the workforce.

All school staff have responsibility for:

- The implementation of the school equalities policy and schemes;
- Ensuring that all children are treated fairly, equally and with respect. We do not discriminate against any child.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- All members of staff challenge any incidences of prejudice or racism and draw them to the attention of the head teacher via CPOMs. Teachers support the work of other staff and encourage them to intervene in a positive way against any occurrence of discrimination.
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

Monitoring and Reviewing

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school.

The person on the staff responsible for coordinating the monitoring and evaluation is the Headteacher who will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governors in this area;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Looked After Children, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
    - Pupils' progress and attainment
    - Learning and teaching
    - Behaviour discipline and exclusions
    - Attendance
    - Admissions
    - Incidents of prejudice related bullying and all forms of bullying
    - Parental involvement
    - Participation in extra-curricular and extended school activities
    - Staff recruitment and retention
    - Visits and visitors

- Supporting positively the evaluation activities that monitor the equality of staff

Equality Objectives 2023-2027

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Chalkwell Hall Infant School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Senior Leadership Team and Governors at Chalkwell Hall Infant School regularly review the progress we are making to meet our equality objectives with regard to the

protected groups (sex, race, disability, gender reassignment, age, pregnancy or maternity, marital status, religion or belief and sexual orientation) under the Equality Act (2010).

Equality Objectives:

At Chalkwell Hall Infant School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

Objective 1: To provide appropriate and early pastoral interventions for students to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (including boys and students with identified special educational needs)
Objective 2: To raise levels of attainment in core subjects for vulnerable learners. We strive for our students with pupil premium status (FSM, LAC, Post LAC) & EAL to achieve in line with national attainment in Reading, Writing and Maths.
Objective 3: To continue to diversify the curriculum in all areas to ensure the positive representation of all protected characteristics so that our students see and can be seen

Monitoring and Review:

- To be reviewed annually by the governing body and SLT in the autumn term.
- To be monitored and updates provided regularly at governor meetings.
- To be monitored by SLT and Pastoral Team (objective 1)
- To be monitored by SLT - lead by Inclusion Lead (objective 2)
- To be monitored and implemented by YGL (objective 3)

Objective Reviews:

Objective 1: To provide appropriate and early pastoral interventions for students to promote positive behaviour and inclusion, reflecting on and supporting any wrong behaviours shown against protected characteristics, especially for those groups over-represented in behaviour data (including boys and students with identified special educational needs)
Review July 2024: - Implementation of new Relational Approach to Behaviour across school as part of our SIP; new approach to supporting behaviour across school which focuses on putting relationships at the centre of supporting behaviour. - Opal project implemented to provide play opportunities at lunchtime. Significant reduction in physical playtime incidents occurring in identified groups during this time, project to continue into next academic year to build up resources - New Relational Policy shared with staff, parents and governors. Training provided for all staff and governors on approach provided better understanding and some consistent language across school. - When the Adults Change project to support implementation of a new approach. Coaching provided for SLT and some staff members in implementation of approach provided considered conversations about next steps and approaches for certain children and teachers - SIP partner noted excellent learning behaviours and where there is 'behaviour' it is dealt with and supported very effectively - Implementation of Team Around the Child meetings have had a positive impact on the outcomes of individual pupil and the way that staff now deal with higher level behaviours - Learning Mentor providing emotional support on an individual basis for identified children - Progress shared with governors in half termly meetings Next steps: - continue to keep the profile of behaviour high throughout the year to ensure that expectations are not lowered. - continue to empower teachers to self reflect through a coaching approach to take responsibility of supporting behaviour within their classrooms - consider parental support

Review July 2025:

- Continued embedding of relational approach to behaviour implemented through the SIP
- Behaviour Clinics introduced to keep CPD ongoing ensuring high standards are maintained throughout the year. Staff to input on their own training needs within session to ensure training is bespoke and meets the needs of identified groups, or specific areas of concerns
- Learning Mentor and SENCo completing parent support meetings, providing strategies for targeted parents requiring additional support
- When the Adults Change have provided some parent workshops on the relational approach
- Behaviour remains on the agenda each week in SLT and year group meetings; identified children are discussed and strategies shared
- OPAL project continues to be embedded, resources being obtained from the wider community and through donations
- Reduction in persistent low level behaviours from identified individuals
- Introduction to the Zones of Regulation provides consistent language and consistent teaching of regulation strategies, accessible to all learners
- ELSA trained staff and learning mentor taking small groups as well as working 1:1 with children to develop emotional literacy
- Progress shared with governors in half termly meetings

Next steps:

- early intervention for identified new starters to support staff with challenging behaviours
- Continue to embed Zones of Regulation across school

Review July 2026:

- new intake pupil profiles, detailing support strategies and scripts for teachers were incredibly successful to ensure a smooth and settled transition into school for identified challenging behaviours (those raised by pre-school settings)
- Coaching for teachers focused on supporting behaviour in the Autumn term; identified teachers continue to have ongoing support by YGL
- Team Around Child (TAC meetings) continue to provide bespoke early intervention; teachers and pastoral staff create a supportive plan in which teachers feel better equipped to support a particular child within their classroom. No child has needed additional external support beyond these meetings; all children have remained in class and behaviour logs have reduced
- Investments made in the nursery (through capital funding bid) to improve environment & acoustics, resulting in a calmer space with a reduction in behaviour incidents. SENCo alongside specialist LSAs have upskilled nursery staff members through team teaching, modelling and supporting.
- Behaviour Clinics have included specialist speakers this year (Educational Psychologists, Speech & Language) to provide individual and group support sessions, to ensure training and advice is bespoke and meets the needs of identified groups or specific areas of concern.
- No exclusions or suspensions have taken place this academic year

- Zones of Regulation being used across school and shared with parents as a consistent tool to discuss emotions and strategies to support
- Behaviour remains on the agenda each week in SLT and year group meetings; identified children are discussed and strategies shared
- Behaviour across school is good; this is feedback from SIP visits and outside agencies

Next steps:

- continue to ensure training and support is ongoing through CPD, behaviour clinics, coaching and TAC meetings.
- Nursery staff members to attend all training opportunities, additional coaching of nursery staff members by Nursery lead
- continue to work with outside agencies to provide holistic support
- continue to ensure behaviour continues to be an agenda item in SLT and year group meetings

Objective 2:
To raise levels of attainment in core subjects for vulnerable learners. We strive for our students with pupil premium status (FSM, LAC, Post LAC) & EAL to achieve in line with national attainment in Reading, Writing and Maths.

Review July 2024:

- Pupil premium strategy statement outlines objectives and strategies in place, and how Pupil premium funding is used effectively to meet the needs of vulnerable groups. Strategy statement in final year, reviewed and completed.
- Tutoring offered to pupil premium, EAL and other vulnerable groups has been successful. All children selected to take part in the offer, attendance was good for the majority. Teacher feedback referred to improved learning behaviours in the classroom including concentration and confidence, essential in supporting future progress.
- End of KS1 attainment data: 53% of PP children in Year 2 were identified as SEN. This is significantly higher than previous years. Those without a SEND need are working in line with their peers.
- End of year data shows no gap between PP/non PP in end of year data in Year 1 for all core subjects. There was a large gap at the end of KS1 due to large numbers of complex identified SEND needs.
- 100% PP children in Y1 passed phonics screening; compared to a national average for vulnerable groups of 68%
- New screening tool implemented in EYFS to support early identification of language needs. 67% PP children meeting C&L GLD at the end of EYFS.
- Progress shared with governors in half termly meetings

Next steps:

- language development and how to support it to be explored in order to support a growing number of EAL children in school with significant delays in vocabulary

and understanding of language. Whole school Elklan training to be implemented
- Implementation of new pupil premium strategy statement to identify new outcomes and strategies to meet these outcomes

Review July 2025:

- New pupil premium strategy statement outlines objectives and strategies in place, and how Pupil premium funding is used effectively to meet the needs of vulnerable groups.
- Elklan Communication Friendly Setting qualification gained as a school; staff have a better understanding of how communication develops and how to promote language development in the earlier stages. Strategies learnt this year to continue to be embedded in the next academic year
- Tutoring offer has continued this academic year, to pupil premium, EAL and other vulnerable groups have been successful. All children accepted the invitation to take part in the offer, attendance was good for the majority. Teacher feedback referred to improved learning behaviours in the classroom including concentration and confidence, essential in supporting future progress.
- PP and EAL support has been most effective with quality first teaching (teacher CPD and improvement). Coaching of staff has been most effective in developing teachers into becoming good or outstanding, improving outcomes for all children
- 77% PP children in Y1 passed phonics screening; compared to a national average for vulnerable groups of 68%. There has been a significant increase in the number of PP children with an identified complex SEND need; one of which was disapplied from the screening
- End of KS1 data has improved for both PP and EAL groups since last review: Reading 71% PP, 80% EAL working at the expected standard; Writing 57% PP, 60% EAL working at the expected standard; Maths 70% PP, 71% EAL working at the expected standard
- Progress shared with governors in half termly meetings

Next steps:

- supporting writing for both PP and EAL groups to make progress in line with national attainment
- continue coaching model to develop teaching quality
- continue with implementation of pupil premium strategy plan

Review July 2026:

- Tighter assessment and quicker early intervention in place, delivered by SLT have meant rapid progress within EYFS groups
- 67% PP children in EYFS have achieved GLD (56% increase from baseline autumn data) **[include National data once published for PP]**
- 50% EAL children in EYFS have achieved GLD (40% increase from baseline autumn data) **[include National data once published for EAL]**
- End of EYFS data shows: PP children working at the expected standard in reading 78%, writing 67%, maths 78%
- 64% PP children in Year 1 passed phonics screening; of the 4 children who did not

pass 2 are non-verbal, 1 joined the school in the summer term and 1 more has complex needs. All have made significant progress from their starting points. **[include National data once published for PP]**

- 90% EAL children in Year 1 passed the phonics screening; 1 child who did not pass joined school in summer term with little English and has made rapid progress **[include National data once published for EAL]**
- End of KS1 data for Reading PP 53%, EAL 73%, writing PP 46%, EAL 64%, maths PP 46%, EAL 73%. 31% PP children have an identified complex SEND needs and access a personalised curriculum
- Progress shared with governors in half termly meetings

Next steps:

- include National data once published
- SIP focus around vulnerable groups, supporting quality first teaching approaches and looking at evidence based intervention, especially to support those who have multiple disadvantages (e.g. PP & SEND need)
- continue coaching model to develop teaching quality
- continue with implementation of pupil premium strategy plan
- Implementation of new Inclusive Mainstream Funding Strategy using evidence based approaches
- Nursery PP Funding to be included in new PP Strategy and research into evidence based approaches to support Nursery children, to close gaps early

Objective 3:
To continue to diversify the curriculum in all areas to ensure the positive representation of all protected characteristics so that our students see and can be seen

Review July 2024:

- Quality texts and resources purchased to ensure a wide representation within books and teaching materials within the classroom and across school
- Monitoring of representation on student council, house captains, eco schools as well as those selected for sporting events means that a wider student voice is represented across school
- Introduction of Big Questions around diversity, inclusion, social justice, equity and our global community across the school. These questions are explored through a range of key texts, activities and opportunities e.g. peaceful protests.
- Children's home countries highlighted on planning to ensure these are discussed and explored consistently through geography lessons
- Tapestry time used in EYFS to celebrate and share home life of all families to explore similarities and differences
- Charity Days carefully planned throughout the years; parents of children with specific needs invited to share their knowledge and understanding with the wider school
- Ambitious curriculum planning which ensures diversity is carefully planned within the content

- My Future My Southend sessions in year 2 celebrate diversity and inclusion as their focus

Next steps:
- continue to review curriculum coverage to ensure a varied representation in curriculum content
- explore how to use assemblies to further to enhance the curriculum offer

Review July 2025:
- Quality texts and resources purchased to ensure a wider representation within books and teaching materials within the classroom and across school; for example small world toys in nursery with a range of ethnicity or having a wider range of utensils on offer in role play corners.
- Teaching slides and resources used in classroom updated to ensure a wide representation within teaching materials
- Assembly themes reviewed, ensuring a range of religious celebrations, cultural events and people are celebrated and shared at an age appropriate level together
- Monitoring of representation on student council, house captains, eco schools as well as those selected for sporting events means that a wider student voice is represented across school
- Families encouraged in EYFS to share their own celebrations on Tapestry. EYFS have seen an increase in celebrations shared this year of Christmas, Nowruz (Persian New Year), Lunar New Year and Eid
- Class Mascots introduced in each classroom to support children to talk about their own lives and activities outside of school, supporting understanding of our diverse community

Next steps:
- YGL to continue to review curriculum coverage to ensure a varied representation in curriculum content

Review July 2026:
- Quality texts and resources purchased to ensure a wider representation within books and teaching materials within the classroom and across school. Further investments made in books with neurodiverse characters.
- Monitoring of representation on student council, house captains, eco schools as well as those selected for sporting events means that a wider student voice is represented across school
- Class Mascots embedded and a part of all classroom practice, encouraging children to talk about their own lives and activities outside of school, supporting understanding of our diverse community
- YGL ongoing review of curriculum coverage to ensure a varied representation in curriculum content

Next steps:
- ensure quality texts continue to be purchased and replenished with a wider

representation of our changing school community
- YGL to continue to review curriculum coverage to ensure a varied representation in curriculum content